



PLCs – Pioneer Elementary School

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In an era in which cable television
and the Internet routinely
broadcast almost every
imaginable human activity...

**teaching may be the last
private act in America**

Myths and Legends Activity

- What have you heard from others about PLC's?
- What do you want to know about PLC's?
- What do you think a PLC is?
- What do you think a PLC is not?

Is

Is Not

A Professional Learning Community . . .

- Is . . . Educators Learning from each other
- Is . . . A collaborative process
- Is . . . Focused on student work and student learning
- Is . . . Focused on Instructional Practice
- Is . . . An empowering infrastructure of support
- Is . . . Effective professional development
- Is . . . Connected to the context of teachers' classrooms
- Is . . . Action and results oriented
- Is . . . Continuous school improvement



A Professional Learning Community . . .

Is Not . . . A prescription

Is Not . . . A new “program”

Is Not . . . Just a book study

Is Not . . . Forced on educators

Is Not . . . Another fad



[plcwashington.org](http://plc washington.org)



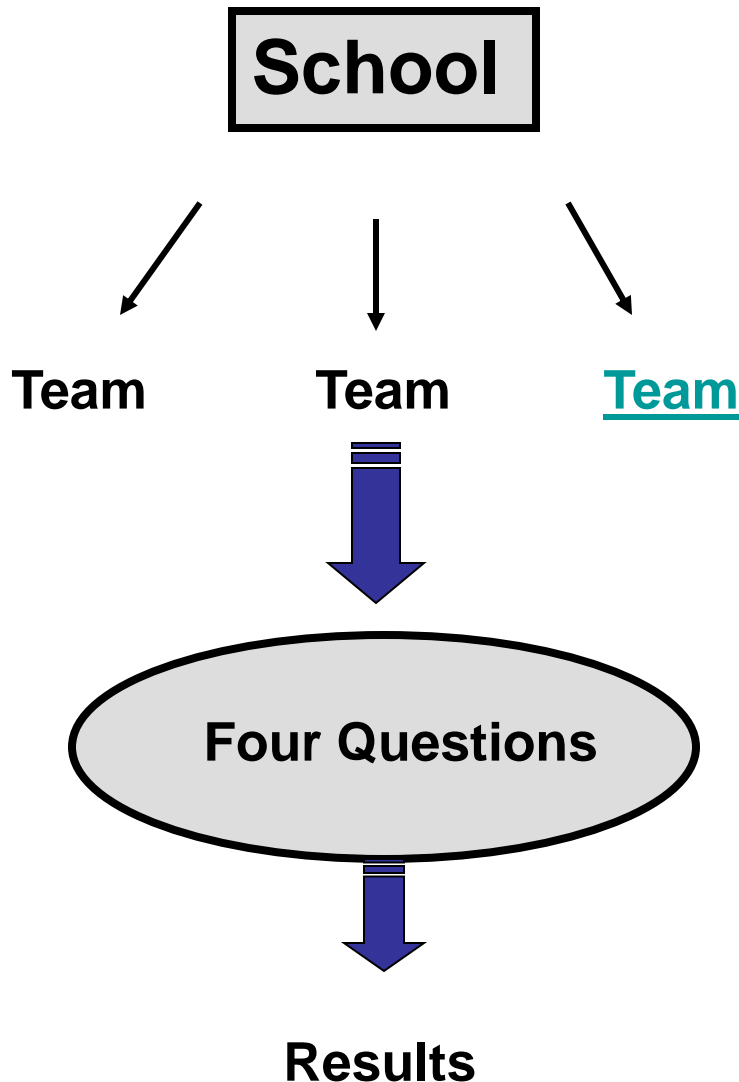
What Educational Researchers Say ...

“Throughout our ten-year study, whenever we found an effective school or an effective department within a school, without exception, that school or department has been a part of a collaborative professional learning community.”



**Milbrey McLaughlin,
Stanford University**

What is a PLC?



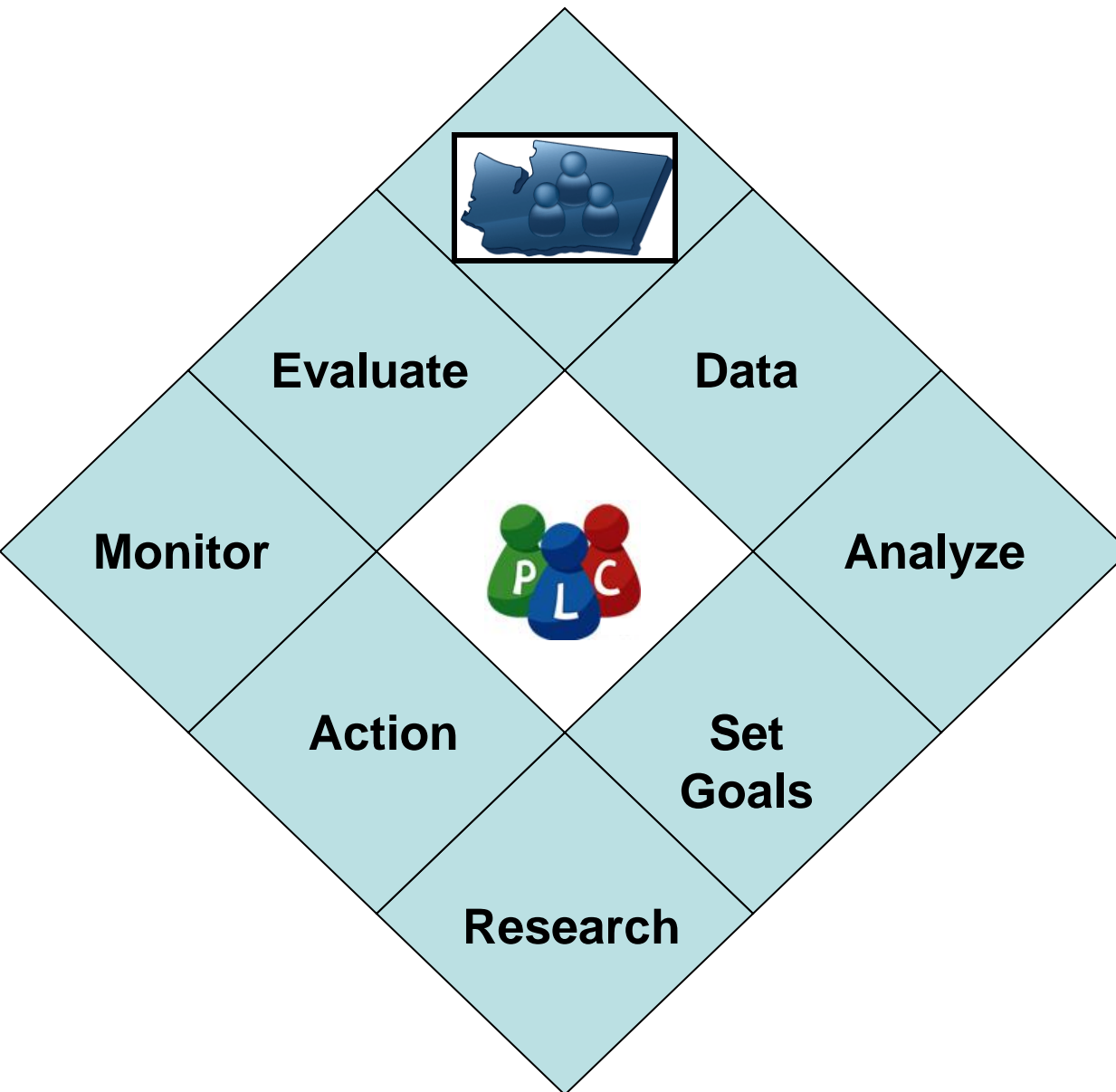
Educators committed to working collaboratively in ongoing processes in order to improve student learning
(mission, vision, values, goals,)

Each PLC is organized into a series of high-performing collaborative teams which meet on a regular basis to focus on student learning.

Each Team uses four questions to review data, drive reflection, action research, essential learnings, lessons, formative assessments, support, and enrichment . . . Resulting in . . .

Improved Student Learning

Authentic School Improvement



- 1. What do we want our students to learn?**
(Most essential curriculum
8-12 key learnings per semester)
- 2. How will we know they are learning?**
(frequent, team-developed,
common, formative
assessments)
- 3. How will we respond when they don't learn?**
(timely, directive,
systematic interventions)
- 4. How will we respond when they do learn?**
(timely enrichment/
extension)

The Focus of Collaboration

Collaborative cultures, which by definition have close relationships, are indeed powerful, but unless they are focusing on the right things they may end up being powerfully wrong.

-Michael Fullan, 2001

Developing Norms for Individual Teams

Considerations

Commitments

Time

I Agree to . . .

Listening

I Agree to . . .

Confidentiality

I Agree to . . .

Decision-making

I Agree to . . .

Participation

I Agree to . . .

Expectations

I Agree to . . .

Personal Commitments

I Agree to . . .

I agree to share responsibility of making and supporting decisions

I agree to listen, honor and respect all perspectives

I agree to handle conflicts as they arise in a responsible way

I agree to be accountable for the decisions and assignments

I agree to maintain confidentiality

I agree to have fun

What will you do when norms and commitments are not followed?



WWW.PLCWashington.org



Learning by Doing

- Capacity building.. is not just workshops and professional development for all. It is the daily habit of working together, and you can't learn this from a workshop or course. You need to learn it by doing it. Sometimes you just have to be bold and take a [chance](#).

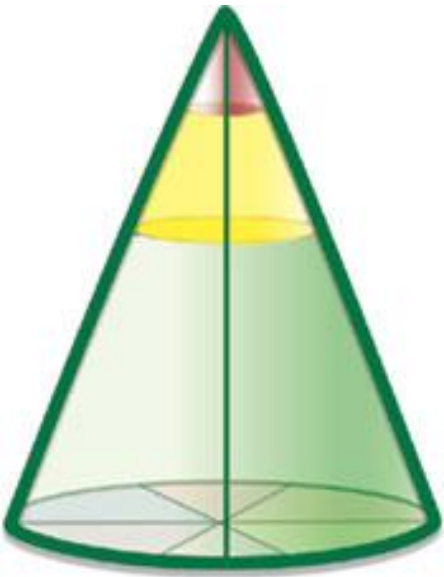
Michael Fullan

What Do We Do in our Groups? One Step at a time

1. Filling the time – Set clear work expectations (10 essential learnings, common assessments, pyramid of interventions, etc) with structure
2. Share personal practice – What is everyone doing?
3. Planning – What should we be teaching and how?
4. Developing common assessments (What is the evidence? How do you know they learned?)
5. Analyzing student learning
6. Use the data to inform instruction
7. Reflect on practice and adjust instruction

How a Professional Learning Community (School) Responds when students don't learn, says more about a school than anything else.

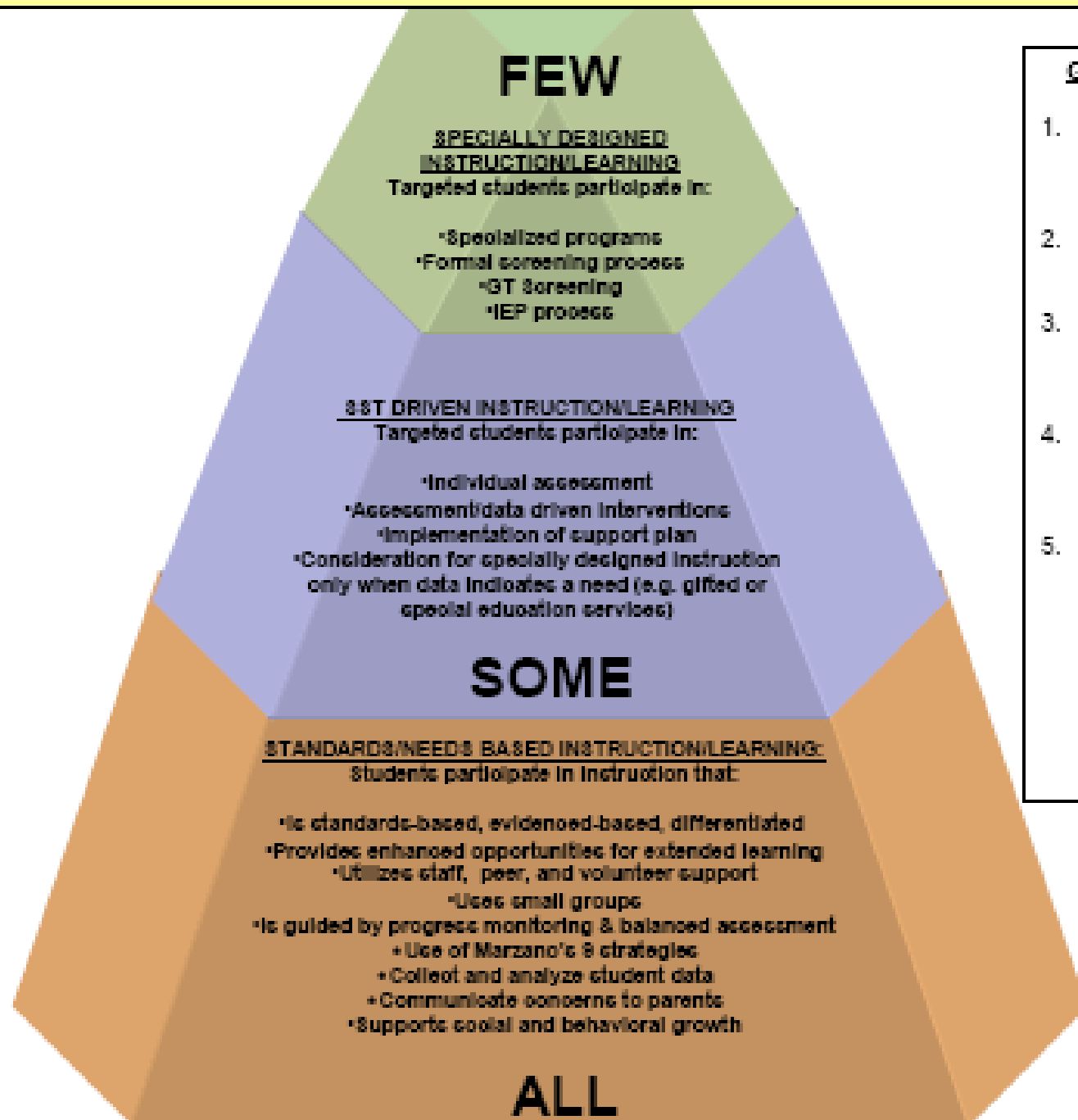
What does your team do when kids don't learn?



Spec. ed placement
Case Study Evaluation
Ombudsman Placement
Child Review Team
Mentor Program placement
Guided Study Program
Itinerant Support Program
Insight Class
Student Assistance Team Referral
SST and Teacher Conference with Parent
Doctor Verification
Social Work Contact/Peer Mediation
Student Placement on Weekly Progress Reports
Counselor Conference with Student and Parent
Good Friend Program
Counselor Phone Calls to Parents
Counselor Meeting with Student
Counselor Watch/Survival Skills for High School
Freshman Advisory/Freshman Mentor Program

Adlai E. Stevenson High School Pyramid of Interventions

Mount Eagle's School-Wide System of Time and Support



Guiding Questions

1. What is it we want all students to learn?
2. How will we know when they know it?
3. How will we respond when they don't learn?
4. How will we respond when they already know it?
5. How do we engage in relevant pedagogy and professional development to ensure that we are collectively answering these questions?

Risley ACHIEVEMENT PYRAMID OF INTERVENTIONS

LEADERS/SCHOOL ORGANIZATIONS ENSURE THAT:

- Tier 4 -Specialized programs are supported and monitored for student progress.
- Demographic trends for identification and placement into and exit from specialized programs are reviewed.
- Professional learning for specialized instructional practices is provided.
- Specialized instructional services focus on access to, and when appropriate, extension of the GPS. (e.g. special education or gifted services)

- Tier 3-An effective SST is a priority, as is an organizational structure for addressing the needs of gifted learners.
- SST is supported and monitored.
- Student performance data are analyzed and used continuously.

- Tier 2. Scheduling Professional Learning Communities - School-wide performance data is analyzed to determine Tier 2 Interventions.
- Student progress is monitored often.

- Tier 1-Professional learning communities analyze:
 - progress monitoring data.
 - Instructional practices.
 - school organization/structure.
- Progress monitoring guides instruction.
- Effective professional learning is provided.
- Evidence based instruction is supported and supervised.

TEACHERS WILL:

- Tier 4 - Provide instruction that meets students' unique need
- Adapt content, methodology, or instructional delivery .
- Maintain students' access to the GPS.
- Routinely monitor progress.
- Consider students for return to lower tiers as soon as possible, based on progress data.

- Tier 3- Analyze student work/assessment results to determine needs.
- Tailor instruction to meet individual needs
- Monitor progress data to determine if interventions are working
- Revise interventions based on progress monitoring data.
- Consider specially designed instruction programs only when data indicates a need.

- Tier 2-Provide enhanced learning opportunities for targeted students.
- Assign/reassign students to instructional groups based on monitoring data.
- Monitor progress more often
- Provide different instruction from Tier 1.
- Recommend students for interventions based on progress monitoring or screening data.

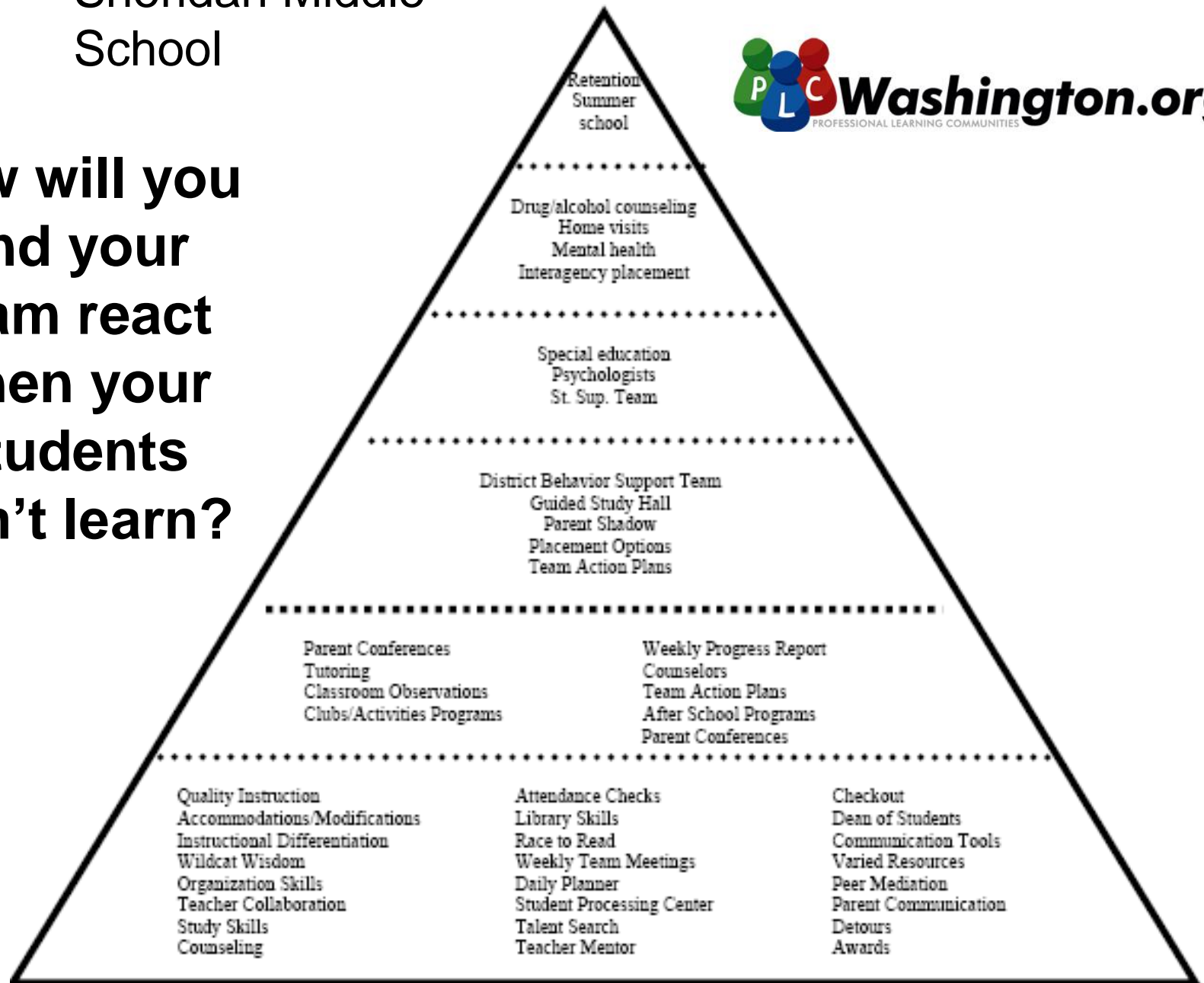
- Tier 1-Provide standards-based instruction with evidence-based practices.
- Differentiate to meet students' needs.
- Use balanced assessment, including frequent progress monitoring.
- Design instruction based on progress monitoring.
- Provide instruction in all developmental domains.

*H- High Performing E – Emerging L- Low Performing P-Progressing

Sheridan Middle School



**How will you
and your
team react
when your
students
don't learn?**



Process

1. Identify interventions already in place
2. Sort and classify the interventions from least intensive to most intensive
3. Identify sections of strength and weaknesses among existing interventions
4. Brainstorm suggestions for additional interventions and potential resources



Process Continued

5. Create a system for tracking the success of students and interventions
6. Show a preliminary pyramid to staff for additional input
7. Understand that additions and deletions may be needed, based on student needs and staff expertise



Working as a Team

What do PLCs and the Blue Angels have in common . . . ?



3, 2, 1

- 3 key ideas,
- 2 things you intend to apply
- 1 point to ponder

Questions?



1. What prompted our school to consider implementing a professional learning community? Was it the right prompt?
2. What will our professional learning community look like when it's implemented and operating effectively?
3. What is the purpose of implementing our professional learning community?
4. How will we monitor, evaluate, and measure the effectiveness of our professional learning community?
5. What have we done in the past that might support effective professional learning communities?
6. What have we done in the past that created barriers which may prevent us from forming effective professional learning communities? What are the barriers? How can we overcome the barriers?
7. How will professional learning communities impact and influence the comprehensive professional development plan for our school?

More Than You Might Imagine



Meeting Norms

We will:

- Start and end meetings on time
- Have agendas for and minutes of all meetings
- Listen attentively and limit side conversations
- Monitor our air time
- Use consensus as a our decision making model
- Make decisions based on what is best for children
- Stay focused on the topic or task
- Encourage all interested parties to participate and honor their contributions
- Carefully choose our words and professionally agree and disagree